

**Principal: Rosina Fotia Assistant Principals: Isabella Phillips/Tim Wright**

**Issue: 3 Volume: 22**

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## COLLEGE CALENDAR 2022 – MAY

Tuesday 3 <sup>rd</sup>	College Athletics Carnival (whole school event)
Tuesday 10 <sup>th</sup>	Year 7 2023 Open Night
Tuesday 10 <sup>th</sup> – Friday 20 <sup>th</sup>	NAPLAN
Monday 16 <sup>th</sup> – Friday 20 <sup>th</sup>	Year 10 Work Experience
Wednesday 25 <sup>th</sup>	Curriculum Day
<b><i>Please Note: all dates and times are subject to change</i></b>	

## PRINCIPAL'S REPORT

Welcome to Term 2; I trust that everyone has had a restful Easter period and is enjoying the beautiful autumn weather we are currently experiencing in Melbourne. This term promises to be very busy and includes events such as: NAPLAN, Work Experience, Open Night, Examination periods.

### LEARNING FOCUS

The College will continue to keep its focus on Literacy and Numeracy across the whole school. The key emphasis for Professional Learning during this term will be moderation of Common Assessment Tasks in preparation for semester reports. The National Assessment Program – Literacy and Numeracy (NAPLAN) - is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. This year, again, these assessments will be completed online.

### ANZAC DAY

Aimee Norris, College Captain, was the College representative at the Lilydale Dawn Service held on ANZAC Day. The service was attended by many dignitaries and Aimee was able to lay a wreath on behalf of the College community. Thank you Aimee.



### COVIDSAFE MEASURES

The Victorian Government has announced some important changes to COVIDSafe measures for schools that will apply from the start of Term 2.

#### **Face Masks:**

From 11:59 pm Friday 22 April, face masks, while recommended, are not required in any school setting. Any student or staff member who wishes to wear a mask may do so, including those who are medically at risk.

#### **Screening requirements:**

Students who have tested positive for COVID-19, and have completed their 7-day isolation period, now do not need to undertake rapid antigen test (RAT) screening for 12 weeks after their release from isolation. This was previously 8 weeks.

**Absence Hotline: 9735 7040**

**Email: [lilydale.heights.co@education.vic.gov.au](mailto:lilydale.heights.co@education.vic.gov.au)**

**Visit: [www.lilydaleheights.vic.edu.au](http://www.lilydaleheights.vic.edu.au)**

## Principal's Report (continued)...

### Household contacts:

- Students who are household contacts of a COVID-19 case are not required to quarantine. They may return to school as long as they undertake rapid antigen tests (RAT) 5 times during their 7-day period. They are required to notify the school that they are a household contact.
- Students aged 8 years and above who are household contacts are required to wear face masks when indoors at school unless they have a valid exemption.
- If a student household contact returns a positive RAT result, they must isolate for 7 days.

### Vaccination requirements for visitors to schools:

Parents, carers and other adult visitors (not performing work) are no longer required to show evidence of two doses of COVID-19 vaccine.

### RAT screening program reminder:

RATs will continue to be supplied for the first 4 weeks of Term 2 to support the early detection of COVID-19 in our school. The testing recommendations will remain the same this term for students and staff, with mainstream schools recommended to test at home twice a week.

As we approach winter and flu season, the vaccination of children aged 5 to 11 and booster shots for students 16+ remains the best way to ensure protection for students and staff. If you have any concerns about getting your child vaccinated, please get in contact with your GP or another health professional who can answer your questions.

### A HUGE CONGRATULATIONS.....

to Amelie Theophanous-Maddison of Year 7, who competed in the School States Swimming Carnival and won the 50 metre Breaststroke event. Celebrations were had with the Gold Medal and a Maccas meal!



### ENCOURAGING SCHOOL ATTENDANCE

Encouraging regular school attendance is one of the most powerful ways you can prepare your child for success—both in school and in life. When you make school attendance a priority, you help your child get better learning outcomes, develop healthy life habits, avoid dangerous behavior and have a better chance of graduating from high school and transitioning to further study, traineeships or full time employment.

When students are absent for fewer days, their results and reading skills often improve—even among those students who are struggling in school. Students who attend school regularly also feel more connected to their community and develop important social skills and friendships.

## *Principal's Report (continued)...*

If you are having difficulty getting your child to school and would like some support, please do not hesitate to contact the relevant Sub-School Learning Leader on 9735 1133.



We look forward to a successful and positive second term to the school year.

Thank you for your ongoing support.

Regards,

**Rosina Fotia, Principal**



## SCHOOL PHOTOS 2022

Our annual school photos have been taken and are now ready to order.

Arthur Reed Photos uses an online ordering system where you can view your photos prior to ordering.

On photo day all students received a flyer which includes a code unique to them. You will require this 2022 code to register online and view your photos.

If you have already registered, you will receive an email or SMS from Arthur Reed Photos with a link to view your photos.

If you have not yet registered, please go to [order.arphotos.com.au](https://order.arphotos.com.au) and enter your code to complete your order.

If you have misplaced your registration code, please contact the Arthur Reed Photos customer service team directly on 5243 4390 (option 1) or [customerservice@arphotos.com.au](mailto:customerservice@arphotos.com.au)

Please note that you will need to register online with your **2022 photo code** to gain access to this year's images.

All photo packages will be sent directly to your nominated address, so please ensure that you enter the correct details and nominated shipping address upon checkout.

If you require any assistance ordering your photos, please contact Arthur Reed Photos directly on 5243 4390 (option 1) or email [customerservice@arphotos.com.au](mailto:customerservice@arphotos.com.au)

Isabella Phillips – Assistant Principal  
*on behalf of Arthur Reed Photos*

## YARRA RANGES YOUTH CAREER EXPO 2022

Whether you are still at school, a recent school leaver or rethinking your career pathways, the Yarra Ranges Youth Career Expo has something for you. Open to Yarra Ranges residents aged 15-25, this event is an opportunity to:

- Hear from career guidance experts, recent school leavers and employers in a panel talk and Q&A at 6.30pm
- Choose your own adventure as you move through our rooms and engage with our experts. Wander into a breakout room for a chat with our experts or plan your visit to hear them talk on the following topics:
  - - Resume writing and interview skills
  - How to find an apprenticeship
  - One-on-one interview practice sessions and resume reviews (choose your session at checkout)
  - Meet local employers with open job vacancies

**Bookings are essential and pre-registering for the event will gain you access to updated event information.**

See link below

<https://www.eventbrite.com.au/e/yarra-ranges-youth-career-expo-tickets-294228805277>

## CAMPFIRE CONVERSATION

Our school was privileged to be selected out of 100 schools to hold a space for First Nations communities to give feedback on their experience in the government education system.

Late in Term 1 we held a Campfire Conversation with 8 of our 13 indigenous families supporting the event. The feedback was very positive with many families stating how great it was to be able to share their experiences and have their voices heard.

Local Yorta Yorta elder Shane Charles attended the event and was accompanied by his nephew Dillon who played the didgeridoo. This was a very special part of the evening. Year 11 Foods students catered as part of their unit of work on Indigenous cuisine.

Thanks so much to all those who were involved and to our indigenous families who attended

Tanna Draper Nagas – First Nations Advocate.



## YEAR 11 FOODS

Our Year 11 Food Studies students are currently studying Indigenous Cuisine as part of our study into the origins of food and we were very excited to be asked to cater for our first Campfire Conversation, held to allow our local indigenous families to have a voice about their education. I was very proud of the Year 11's who were totally engaged and produced a wonderful range of foods. We used and experienced a great range of indigenous ingredients including kangaroo, finger limes, lemon aspen, wattle seeds, lemon myrtle, mountain pepper berry, anise myrtle and Kakadu plum. Well done Year 11's.

Sharon Francis – Foods Co-ordinator.



Year 11 Foods (continued)...



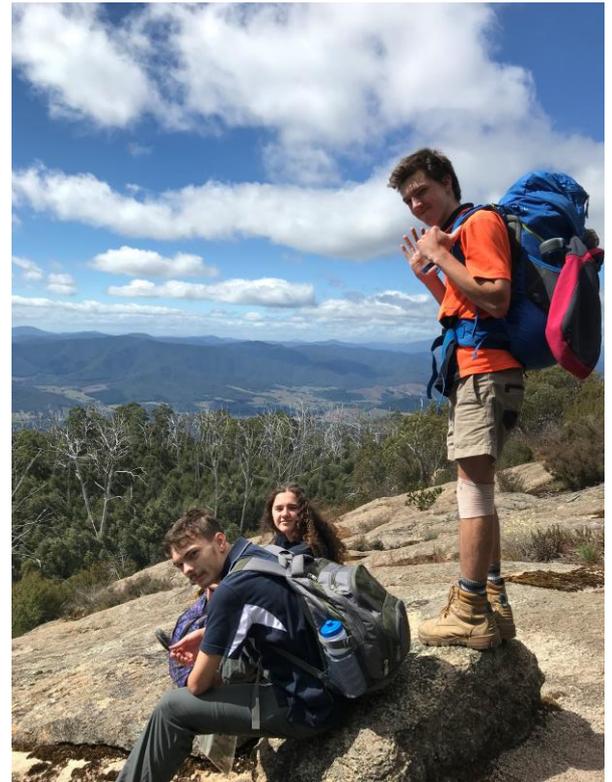
## FINAL EXPLORATION FOR OUR CURRENT GOLD DUKE OF ED. GROUP – MT. BUFFALO – “A SPECIAL MOUNTAIN OF ITS OWN”

Well done to our Gold Award students who completed the most demanding Gold exploration task on the first weekend in April. Isabella Theophanous Maddison, Franc D’Couto James Nel and Trak Buller battled the task of being self-sufficient for four continuous days, coping with the carrying, as well as navigating unfamiliar trails. They also had to face the weather - their main adversary for the weekend – they faced gusting winds, strong rains and extremely low temperatures. They embraced all of their training and put their skills and equipment to good use in order to make it through.

The students did a wonderful job, working in an amazing fashion supporting each other and pushing themselves through their hardest times to be able to achieve. I hope they are able to take away their fantastic memories and achievements and keep up their explorations!

Great work Gold Awardees!

Clare Rayner – Duke of Ed. Co-ordinator.



*Final Exploration for our current Gold Duke of Ed. Group (continued)...*



## CROSS COUNTRY AND COLOUR RUN

On Tuesday March 29 we had our Whole College Cross Country. It was the largest Cross Country that we have held with the big cohort of Year 7's completing in their first cross country at the College; you all did a great job. Again, the Colour Run was included, adding colour and even more fun to the event. The House Captains enjoyed covering everyone with the Holi powder, maybe going a bit overboard on Ms Martin and Mr McGown!

Congratulations to the following students for winning their age group and being awarded the Age Group Champion:

- U13's Amelie Theophanous-Maddison and Jude Flynn
- U14's Imogen Mason and Jarrah Ortner-Ham
- U15's Kristina Longo and Jake Angus
- U16's Hayley Ray and Harry Whittle
- U17's Lacey Flynn and Kane Parkinson
- U21's Bella Theophanous-Maddison and Kieran McLaughlin

Congratulations to Yarra House who came in 1<sup>st</sup> and won the overall day, with Castella 2<sup>nd</sup>, Olinda 3<sup>rd</sup> and Melba 4<sup>th</sup>.

Sonya Tamos – Inter-school Sport Co-ordinator.



## Cross Country and Colour Run (continued)...



## EASTERN METROPOLITAN REGION SWIMMING CARNIVAL

Five Lilydale Heights College students represented the College and the Yarra Group in the Eastern Metropolitan Region Swimming Carnival on Tuesday March 29.

Congratulations to Amelie Theophanous-Maddison, Alasdair Norris, Ivan Leban, Spencer Smith and Kayla Cantwell for competing in this event.

Alasdair came 5th in his event; the 100m Butterfly, and Amelie swam in five events on the day and came 1st in 50m Breaststroke and 3rd in 50m Backstroke. She is now off to compete in the School State Championship on April 28. We wish her all the best for that too!

Sonya Tamos – Inter-school Sport Co-ordinator.



## 2022 CLAY TARGET NATIONALS – WAGGA WAGGA NSW

During the second last week of Term 1, I travelled to Wagga Wagga to compete in the National Trap Carnival. I did not come home with any placings, but I held my own in some very tough competition.

I had three goals while I was shooting:

1. to shoot at least one bracket, 25 targets, clean, 25/25, and if I shot the event clean - even better
2. to not drop (miss) more than 5 of the 25 targets
3. to hit at least half the targets in the double rise

I am happy to say that I managed all of this most of the time and I definitely managed the double rise goal.

Aimee Norris, Year 11.



**POINT SCORE**



**DOUBLE BARREL**

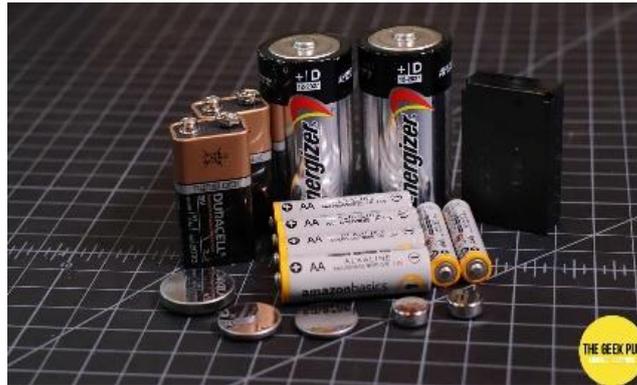
## LILYDALE HEIGHTS COLLEGE RECYCLING COMPETITION

This term the Sustainability Team and Student Interact Representative Council are running a class competition with the aim of providing a place to recycle items that do not go into curb-side recycling or soft plastics collection points. The three items to bring are:

- Batteries
- Tablet blister packs
- Oral hygiene items (toothpaste, toothbrushes, floss containers)

Items will be collected in SELF classes and tallies will be displayed in the corridors so students can see who is in front. Week 9 will see the winning class enjoy a free lunch.

Good luck!



Shannon Sargeant – Sustainability Leader.



## LITERACY AT LILYDALE HEIGHTS COLLEGE

Lilydale Heights College recognises that developing students' literacy – their ability to read, write, speak and listen – is at the absolute core of our work. Every teacher at the Heights is a teacher of literacy as it is a required element for learning in every subject. Classes across all subjects regularly engage in short, low stakes writing (Writing-to-Learn) and speaking (Substantive Talk) activities aimed at clarifying student thinking and understanding. Classes also focus on building and using the subject-specific vocabulary required for understanding each subject and teachers have been building a repertoire of tasks and activities that can be used in the classroom to achieve this.

With a large number of new students and staff in the school this year, a focus in Term 1 has been to induct newcomers into our approach to literacy and to get the Independent Reading Program up and running. All students in Year 7-10 have been participating in 20 minutes of reading each day, reading material of their choice. This program aims to contribute to a culture of reading within the College and to help students develop their reading comprehension skills and vocabulary. Early in Term 2, Peer Support students from Year 10 will spend some Independent Reading time in Year 7 classes to reinforce to Year 7 students that the Reading Program is an important part of what we do in every subject until the end of Year 10.

Students are encouraged to speak to a teacher if they are having trouble finding something they want to read – there are many teachers who love to connect reluctant readers to the right book, magazine, or graphic novel. Parents can encourage student engagement in Independent Reading by asking students what they are reading at school and assisting them to find something interesting to read at home.

In Term 1 teachers have also worked with Misty Adoniou from the University of Canberra to help our ongoing work to improve students' skills in discipline-based writing across the curriculum – writing that is planned, drafted and edited for assessment. For this type of writing, explicit teaching and modelling of writing forms and language conventions is required, and teachers have been developing and preparing resources to support students' skill acquisition in this area. Teachers have also been assessing students' literacy skills to identify strengths to build on and areas of focus for improvement. To assist teacher assessments of students' literacy skills, the College has begun using the Essential Assessment Program this year, which students are already familiar with due to its existing use by Maths teachers to assess numeracy skills.

The College also has a number of targeted programs to improve students' literacy skills. This includes the University of New England's Quicksmart Program at Year 7, Middle Years Literacy and Numeracy Support (MYLNS) at Years 8-10 and the Tutor Learning Initiative (TLI) which places tutors in the classroom to assist teachers and provide support for students.

Finally, literacy learning within the College is being coordinated this year by a Literacy Team consisting of Tim Chapman, Jacob de Kunder, Bryce Denny, Louise Martin, Laura Morley, Jodie Smith, Matt Smith, and Jordann West. A continued focus in Term 2 will be on the teaching of writing types in each subject.

Tim Chapman - Literacy Learning Specialist.

***Lilydale Heights College would like to thank Bendigo Bank Mooroolbark Community Branch, for their support and sponsorship of the Duke of Edinburgh Program and our Automated External Defibrillator Device (AED).***

Mooroolbark

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Bendigo Bank

## TRIPLE P – POSITIVE PARENTING PROGRAM

### Online support for parents now free for all Vic families

To help support emotional wellbeing of children and families, the Victorian Government is now funding free access to the online [Triple P – Positive Parenting Program](https://www.triplep-parenting.net.au) for all families in Victoria.

Triple P helps parents improve children's confidence and resilience, especially as we continue to deal with COVID-19.

#### **Focus on Fear-Less Triple P**

*Fear-Less Triple P Online* program is your FREE online course to help you show your child or teenager positive, practical ways to break free from anxious feelings. You can do other positive online programs too, to help take the stress out of parenting and support your child's emotional wellbeing – these tips and tools are all available to Victorian families for FREE! Find out more at [www.triplep-parenting.net.au](https://www.triplep-parenting.net.au)

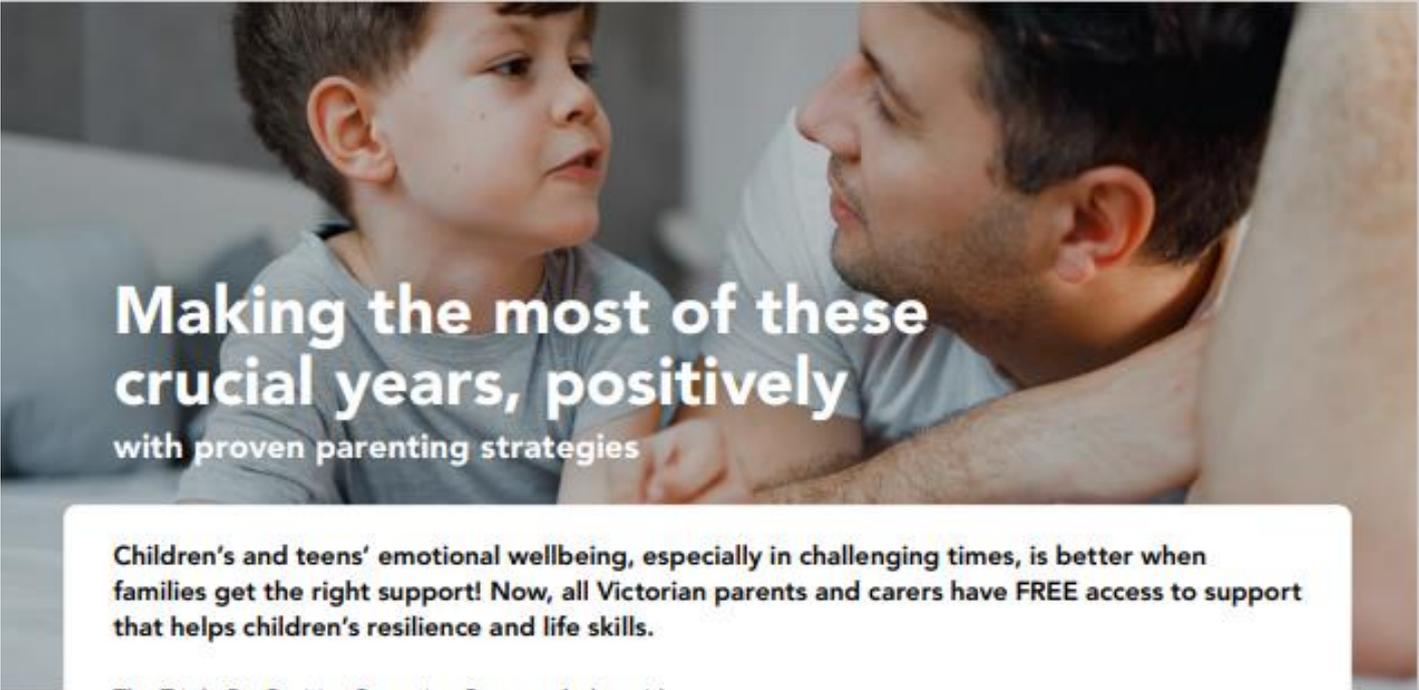
All families with children between birth and 16 years can now get free, expert parenting tips and strategies via the online [Triple P – Positive Parenting Program](https://www.triplep-parenting.net.au). This FREE program is funded by the Victorian Government and you can get ideas on how to positively support your child's emotional wellbeing, social skills and more. There's a program for parents of younger children (0-12 years) and another for parents of tweens and teens (10-16 years). To support children (aged 6-14 years) to recognise and cope with anxiety and worries, parents can do *Fear-Less Triple P*.

These online programs are interactive with videos, worksheets and activities and can be done anywhere, anytime. They offer practical suggestions to help you:

- raise happy, confident, emotionally resilient kids
- encourage positive behaviour
- set rules and routines that everyone respects and follows
- take care of yourself as a parent
- feel confident about your own parenting choices

Support your children to thrive – these tips and tools are FREE for all Victorian families! Get started today at [www.triplep-parenting.net.au](https://www.triplep-parenting.net.au)





## Making the most of these crucial years, positively

with proven parenting strategies

Children's and teens' emotional wellbeing, especially in challenging times, is better when families get the right support! Now, all Victorian parents and carers have FREE access to support that helps children's resilience and life skills.

The Triple P – Positive Parenting Program helps with:

Child and teen anxiety | Encouraging resilience and confidence | Building a stronger bond with your children

There are 3 free Triple P Online programs available across Victoria, so choose what works for you, to help give your children key life skills and help the whole family stay calm and positive!

- Interactive, easy-to-use online programs with videos and activities and a downloadable workbook
- Each module only takes about an hour or less, and you can do just a few minutes at a time
- Positive caregiving during COVID-19 and beyond

### Choose a program and do it at your pace, and at your place!

#### FEAR-LESS TRIPLE P ONLINE | 6 MODULES

for parents/caregivers of children 6-14 years who are often anxious

- Understand anxiety and fear and what can be done about it
- Know what's within your control to change
- Help children develop a toolkit of coping skills
- Know what to do when a child is anxious or upset

#### TRIPLE P ONLINE | 8 MODULES; OR TEEN TRIPLE P ONLINE | 6 MODULES

for parents/caregivers of children 0-12 yrs; or 10-16 yrs (Teen Triple P Online)

- Create the best environment for your children
- Feel confident to handle each new age and stage
- Know how to address child behaviours, promote new skills and help emotional self-regulation
- Raise happier, more confident and capable children
- Improve your relationship with your children

### START YOUR FREE PROGRAM TODAY

[www.triplep-parenting.net](http://www.triplep-parenting.net)

We acknowledge the Traditional Custodians of the land on which we live and work, and pay our respects to Elders past, present and emerging.

## Feeling Safe: For Secondary School Students

### Get the facts

This fact sheet has been designed to give you the facts about child abuse. It includes advice on what to do if you have been abused, are being abused, or are at risk of being abused. This fact sheet also provides you with advice if you know someone who has been abused, or is at risk of being abused.



### What are your rights?

- Everyone has the right to feel safe and be protected from abuse.
- No one is allowed to threaten you, hurt you, or touch you in a way that makes you feel uncomfortable, unsafe or afraid.
- This includes all adults, other teenagers and children – it includes everyone from family members, coaches, teachers, to friends and strangers.
- Every relationship should be respectful.
- No one should ever involve you in sexual activity without your consent, and no one should behave in a way that makes you feel unsafe or afraid.
- You don't have to deal with abuse on your own. Talk to a trusted adult. Teachers and other adults at your school can support you to get help.

### What is child abuse?

- Child abuse includes physical abuse, sexual abuse, emotional or psychological harm, neglect, and family violence.
- Child abuse can also include grooming. This is behaviour where an adult tries to establish a relationship or other emotional connection with a child, to prepare them for a sexual relationship.
- Child abuse does not have to involve physical contact or force. It can include:
  - controlling a child through threats
  - exposing a child to sexual material and sexual acts
  - exposing a child to family violence.
- Child abuse can be perpetrated by any member of a community or a family member. Abuse can impact anyone and it is never the victim's fault.

For more information on sexual abuse and sexual assault visit Youth Central:  
<http://www.youthcentral.vic.gov.au/know-your-rights/sexual-assault>.

### What should I do if I have been abused or I feel unsafe?

- You should talk to an adult you trust.
- If you have been abused, or feel unsafe or threatened in any way you don't have to deal with this on your own.
- Abuse is never your fault and you should tell a trusted adult so you can get the help and support you need to feel safe and protected. Talking to someone won't get you in trouble.
- You can tell a teacher or any adult at your school. They will be able to help you.

### What should I do if I think someone I know has been abused or is unsafe?

- You should talk to an adult you trust. Any staff member at your school will be able to help.
- You can also help your friend by encouraging them to tell a trusted adult.

### What if my friend doesn't want to tell an adult?

- You should still tell an adult you trust on your friend's behalf.
- Even if your friend has specifically asked you not to tell an adult, you still should. It is more important to make sure that your friend is helped and feels protected.



### What will happen if I tell an adult at the school that I feel unsafe, or that I know someone who is unsafe?

- You will be helped.
- Teachers and other adults at your school must listen to your concerns and help you.
- The information will not be shared with the person who is making you feel unsafe.
- Information will only be shared with people who can support and protect you.
- In some cases the people helping you are required by law to tell the police, the Department of Health and Human Services' Child Protection services and/or your family to prevent any further abuse, or risk of abuse.

### What if I don't feel like I can talk to anyone at my school?

- You should still find a trusted adult to talk to.
- Abuse or feeling uncomfortable is too big to deal with on your own.

### There are many people who can support you to feel safe and protected. You can:

- contact eHeadspace for advice online visit: [www.eheadspspace.org.au/](http://www.eheadspspace.org.au/)  
**Call 1800 650 890**
- contact KidsHelp Line: <https://kidshelpline.com.au/teens/> (24 hour web chat) **Call 1800 55 1800**
- Call or visit your local police station or call **000**.
- Talk to your doctor, psychologist, social worker, welfare officer, or another trusted adult.